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ABSTRACT

The adult basic education (ABE) program offered by the Saginaw City School System in Michigan during the 1994-1995 school year was evaluated in a study that focused on 10 aspects of the instructional process (various aspects of the content, delivery, and management of instruction) and the products (outcomes) of instruction (student enrollment, recruitment, dropout prevention, student achievement, and objective assignment and attainment). During the year studied, 1,097 adult learners received services by attending 1 or more of the 23 classes conducted by 14 teachers at Saginaw's 4 ABE centers. The process evaluation confirmed that most teachers used multiple methods of instruction and appropriate, effective positive and negative feedback. The product evaluation established that 7 of the 13 components specified in the 11 objectives of the funding grant were met. Only 64.8% of the students attained mastery on over 75% of their objectives as opposed to 75.8% of students during the previous program year. (Appendixes constituting approximately 50% of this document contain the following: tables detailing ABE students by gender, race, and age; list of Saginaw's ABE centers; miscellaneous ABE program reporting forms; information on ABE student objective assignments; and description of Kumon method. Contains 23 tables). (MN)

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EVALUATION REPORT

SAGINAW ADULT BASIC EDUCATION:

PROCESS AND PRODUCT EVALUATION REPORT

1994/95

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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SAGINAW ADULT BASIC EDUCATION:

PROCESS AND PRODUCT EVALUATION REPORT

1994/95

An Approved Report of the

DEPARTMENT OF EVALUATION, TESTING, AND RESEARCH

Paul Kůrečka, M.A.,
Research/Evaluation Specialist

Barry E. Quimper, Director
Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

November, 1995

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Introduction

The School District of the City of Saginaw's Adult Basic Education (ABE) program is designed to provide educational services to adult who have less than an eighth grade education. These services included basic and remedial instruction in communication and computation skills, Michigan life role competencies (MLRC), English as a second language (ESL), adult bilingual, and pre-general educational development (Pre-GED). The 1994/95 school year is the program's thirty-fourth consecutive year of operation.

The ABE program serves a diverse population of adults with program goals and objectives designed to meet their educational needs. Among these adult learners are the following: those residing in urban, high unemployment areas; members of minority groups; those residing in rural areas; limited English speaking; elderly; handicapped; immigrant; institutionalized; and women with special needs. During 1994/95, 1097 adult learners from these groups received services. Demographic data (racial/ethnic, gender, and age)[1] can be found in Appendix A.

Enrollment in ABE is open throughout the year. Upon enrolling, each student's needs are identified. An individualized educational plan (IEP), which focuses on those needs and establishes educational objectives for that student, is drawn up. The teacher to whom that student is assigned writes that plan with the student.

Students attended one or more of the 23 classes conducted at the four centers located throughout Saginaw. The sites are listed in Appendix B . Each class at Ruben Daniels Lifelong Learning Center (RDLLC; the program's home site) was three hours in length. The first ninety minutes were spent with one teacher working on assignments in either: a) reading/language arts, or b) mathematics and MLRC. The students rotated to another teacher for the remaining ninety minutes and worked on assignments on that topic(s) which had not been studied in the first ninety minutes. The assignments, within topic, vary by students' objectives, needs, and ability level.

The ABE staff initially consisted of 27 paid people. It included one program supervisor, sixteen teachers, (equaled 14.5 full-time equivalent teachers)[2] , six teacher aides, one student-advisor, one learning lab instructor, one full-time and one part-time secretary. In addition, there were 18 volunteer literacy tutors.

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[1] For 1096 students; one instructor failed to provide any demographic data for one student.

[2] Mid-year financial cutbacks necessitated staff reductions to 14 (12.0 FTE) teachers.

A process evaluation consisting of classroom observations was conducted to determine the status of program operations. This description of the program status will be the focus of the first part of this report.

A product evaluation was conducted to determine program performance relative to the goals and objectives of the grant. This product evaluation will be the focus of the second part of this report.

Method

This section describes the procedures used in the process and product evaluations.

Process

The purpose of a process evaluation is to determine whether a program is being implemented as planned and/or if there are any problems in its operation. This year, as in previous years, the process evaluation consisted of on-site classroom observations.

Beginning April 11, 1995 and continuing through May 2, 1995, two evaluators conducted on-site observations of ABE classrooms.[3] Each observation lasted the entire length of the class session.

The instrument used to record these observations (see Appendix C) is the same instrument used in previous years' process evaluations. The instrument, and the observations, focused upon the following ten aspects of an ABE classroom: the start of the class; the time spent on each subject area (reading, mathematics, and MLRC) and total; the modes of instruction; the extent of individualized instruction; the types of materials used; the frequency and nature of feedback; the frequency of and reaction to disruptive behavior; the degree of formality in the classroom; lesson congruity; and testing occurrence and procedures.

It should be noted that, prior to the start of these observations, the ABE instructors were informed, by the program supervisor, that the observations would be beginning and that their intent was to evaluate the program as a whole and not individual instructors.

The process data presented in the results section were taken directly from the completed observation instruments.

Product

The purpose of a product evaluation is to determine whether a program attained the goals and objectives stated in its grant. As in previous years, records submitted to the Evaluation Department by the program supervisor provided the data to make this determination.

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[3] Fourteen sites were observed; two sites were closed prior to the observations.

Data describing student performance on individually assigned objectives were recorded by the teachers on the Adult Basic Education Objective Reporting Form (see Appendix D). Teachers also entered demographic information on these forms. During staff inservices, the supervisor and an evaluator stressed to the staff the importance of full, accurate, and timely completion of these sheets.

Additional student performance data, submitted to the Evaluation Department by the program supervisor, were the number of adult learners who: 1) completed the program (tested above the eighth grade level on the TABE[4] or passed the General Educational Development Test [GED]; or 2) moved up from one program level to another (process described in the results section, below).

Dropout data were obtained from the summary forms submitted by the supervisor to the State Department of Education.

Submitted data were compared to the standard mandated in the grant.

In the next section, evaluation results are presented.

[4] Tests of Adult Basic Education, published by CTB/McGraw-Hill Company in 1987.

Results

The results are presented in two parts: process and product.

Process

The following are the findings from the on-site observations of 14 ABE classrooms. These findings are summarized under headings corresponding to the nine aspects of ABE classrooms addressed by the observation instrument. The entire tabulated results of the 1994/95 observations can be found in Appendix C.

Start of Each Class

There were four class start-up concerns: was each class started on time; was the classroom teacher present at least five minutes prior to the class starting; was attendance taken via a sign-in sheet; and was a preview of class activities presented? Table 1, below, presents the findings as to these elements.

Table 1

Class Start Elements

Elements	Occurred? Yes n	Yes %	No n	No %	Total n	Total %
Class began on time	14	100.0	0	0.0	14	100.0
Teacher was present at least five minutes before class began	13	92.9	1	7.1	14	100.0
Attendance was taken via sign-in sheet	14	100.0	0	0.0	14	100.0
A preview was given	13	92.9	1	7.1	14	100.0

Note. N = 14 classrooms.

A review of Table 1 reveals the following points:

- In 13 (92.9%) of the observed sites, the teacher was present before it started, and a general preview of class activities was offered.
- In all 14 (100.0%) of the observed sites, classes began on time and attendance was taken via sign-in sheets.

Time Spent in Instruction

Three areas which were to be taught on a daily basis in the ABE classes: reading, mathematics, and MLRC. Table 2, below, presents the number and percent of sites observed offering instruction, by topic.

Table 2

Instruction Offered

Topic	Instruction Offered? Yes n	Yes %	No n	No %	Total n	Total %
Reading	14	100.0	0	0.0	14	100.0
Mathematics	14	100.0	0	0.0	14	100.0
MLRC	12	85.7	2	14.3	14	100.0

Note. N = 14 classrooms.

An examination of Table 2 indicates that reading and mathematics were offered in all the sessions. MLRC instruction was observed in 85.7% of the sessions.

Across classrooms, the supervisor's intention was that the time devoted to each of these topics was to be approximately equal (excepting the ESL and bilingual classes, where the focus was on English use) with reading instruction allotted the most class time, mathematics the second most, and MLRC the respective least. Table 3 below, presents the mean instructional time allotted each topic in all ABE classrooms. (Appendix C contains these data for standard[5] ABE classrooms.)

[5] Standard ABE classrooms were those designed to offer reading, mathematics, and MLRC instruction in a three-hour block. Instructional time for all classes excluding those where the focus is more directed on one of these topics (i.e., ESL or bilingual) or where the class length is different (i.e., pregnant teen) is presented in footnotes to C II-1, and C IV-1).

Prior to examining Table 3, it should be noted that, per the supervisor's request, time spent viewing Channel One was excluded from instructional time.

Table 3

Amount of Instruction

Topic	Instructional Time In Minutes	
	M	**SD**
Reading/Language Arts	90.9	17.4
Mathematics	48.7	13.2
MLRC	22.7	14.4

Note. Average scheduled class time was 180.0 minutes (see text below). Reading instruction and mathematics instruction **N** = 14, and MLRC instruction **N** = 12 classrooms. Readers are reminded these statistics were calculated using all observed classes, some of which did not have instruction in all topics.

From Table 3, it can be seen that reading instruction accounted for the most minutes, mathematics the second most, and MLRC the least. (This relative emphasis was also found across the standard ABE classes, although the average time spend per topic [except MLRC] and the variance between teachers was less, see Appendix C.)

In interpreting Tables 2 and 3 (and C-1), it is important to recall from above the intention of the program supervisor.

The evidence from the tables suggests that this intention is not fully realized.

- While reading and mathematics instruction occurred in all of the sessions, MLRC instruction did not.
- While the amount of time devoted to instruction per topic is consistent with the supervisor's intentions, the standard deviations indicate that there is still a variance between instructors in the amount of per topic instruction offered. (An examination of data in Appendix C II-IV suggests that variance is not solely due to differences in the nature of the classes.)[6]

[6] i.e., ESL versus standard ABE classes.

The final aspect of interest in this regard was the total amount of instructional time. From Appendix C (XI-1), one can learn the mean scheduled instruction time was 180.0 minutes (SD = 21.0) and the mean actual time was 167.3 (SD = 24.7). The mean difference between scheduled and actual time was -12.7 minutes (SD = 8.6).

Serial Order of Topics

An examination of Appendix C, XI-2, reveals the following.

- Reading/language arts was presented first in five (35.7%) cases, and third in nine (64.3%) cases.
- Mathematics instruction occurred first in three (21.4%) sites, second in ten (71.4%) sites, and third in one (7.1%) site.
- MLRC was the first topic in six (42.9%) sites, the second topic in four (28.6%), third and fourth in one (7.1%) each, and not seen in two (14.3%).

The Modes of Instruction

There were ten modes of instruction specified on the observation instrument: modeling, guided practice (monitoring), checking for understanding, drill, lecture, problem solving, group discussion, review/follow-up, reading aloud (by student, teacher, or choral) and, exercises on the chalkboard. In Table 4, below, presents the ABE instructors' of the use of these and other observed methods, by topic (see also, Appendix C II-3 III-3, and IV-3).

Table 4

Instructional Modes by Topic

Modes of Instruction	Topic					
	Reading (n=14)[a]		Mathematics (n=14)		MLRC (n=12)	
	n	%[b]	n	%	n	%
Modeling	3	21.4	2	14.3	0	0.0
Guided practice/(monitoring)	13	92.9	11	78.6	4	33.3
Checking for understanding	13	92.9	12	88.7	9	75.0
Drill	2	14.3	1	7.1	1	8.3
Lecture	2	14.3	3	21.4	2	16.7
Problem solving	1	7.1	3	21.4	1	8.3
Group discussion	5	35.7	5	35.7	8	66.7
Review/follow-up	9	64.3	6	42.9	6	50.0
Reading aloud (student)	7	50.0	1	7.1	6	50.0
Reading aloud (teacher)	7	50.0	0	0.0	6	50.0
Reading aloud (choral)	0	0.0	0	0.0	1	8.3
Question and answer	2	14.3	0	0.0	1	8.3
Chalkboard exercises	4	28.6	5	35.7	0	0.0
Kumon (see Appendix G)	N/A	-	1	7.1	N/A	-

Note. N = 14 classrooms.

[a]Number of sites in which instruction in the relevant topic occurred.

[b]Percents sum to more than 100; instructors used multiple methods.

A review of Table 4 suggests the following.

- Instructors are using multiple modes of instruction.
- For reading instruction, guided practice and checking for understanding were used in most classes. Review/follow-up, and reading aloud by the student and teacher were used in over half of the classrooms.
- In mathematics instruction, checking for understanding, and guided practice were the most frequently used modes. Review/follow-up, group discussion, and chalkboard exercises were seen often. Other modes were used infrequently (in less than 25% of the sites), if at all.
- Checking for understanding (75.0%) and group discussion (66.7%) were the preferred modes of MLRC instruction. Review/follow-up and teachers and students reading aloud were also seen in at least half of the sites.

Related to the modes of instruction was whether the instructor offered previews, checked for students' understanding, specified the objective, and offered a closure on lessons. Table 5, below, shows the occurrence of these variables in ABE classrooms, by instructional site.

Table 5

Instructional Variables by Topic

Topic	Instructional Variables							
	Preview		Checking Understanding		Teacher Specified Objective		Closure	
	n	%	n	%	n	%	n	%
Reading (N=14)[a]	9	64.3	9	64.3	8	57.1	2	14.3
Mathematics (N=14)[b]	11	78.6	11	78.6	10	71.4	4	28.6
MLRC (N=12)	11	91.7	10	83.3	7	58.3	7	58.3

Note. **N** = 14 reading and math classrooms. **N** = 12 MLRC classrooms.

[a]Number of sites in which instruction in the specified topic occurred.

[b]One (7.1%) of the 14 sites where mathematics instruction was observed used the Kumon method, which does not employ these variables (see Appendix G).

By examining Table 5, one can find that the frequency of instructional variables changed by subject area.

- In reading/language arts, previews, and checking for understanding occurred in under two thirds of the sites; while specifying objectives occurred in approximately half, and closure occurred in 14.3% of the sites.
- In mathematics, previews, checking for understanding, and teachers specifying objectives occurred at over 70% of the sites, but closure occurred at 28.6% of them.
- In MLRC, checking for understanding and offering previews occurred in over 80% of the sites (which offered MLRC); and specified objectives and closure were observed in over half of those sites.

Individualized Instruction

The extent to which instruction was individualized was also examined. Table 6, below, presents the number and percent of observed sites where individualized instruction occurred, either one a one-to-one or a small group basis, by instructional topic.

Table 6

Individualized Instruction by Topic

Topic	Individualized Instruction									
	One-on-One		Small Group		Both		Whole Class[a]		Kumon[b]	
	n	%	n	%	n	%	n	%	n	%
Reading (N=14)[c,d]	8	57.1	1	7.1	3	21.4	2	14.3	-	-
Mathematics (N=14)[d]	8	57.1	2	14.3	1	7.1	2	14.3	1	7.1
MLRC (N=12)	2	16.7	1	8.3	1	8.3	8	66.7	-	-

Note. **N** = 14 reading and math classrooms. **N** = 12 MLRC classrooms.

[a]Instruction was addressed to all students simultaneously.

[b]See Appendix G.

[c]Number of sites in which instruction in the topic occurred.

[d]Sums across to 99.9% due to rounding.

From examining Table 6, the following can be seen about individualized instruction.

- In reading instruction, it occurred in all 14 of the sessions. In most (8; 57.1%) cases, the one-to-one form was used.
- In mathematics instruction, it occurred in 13 (92.9%) sessions and it was most frequently on a one-to-one basis (8 sites; 57.1%); the remaining site (7.1%) used the Kumon method of mathematics instruction, which precludes individualized instruction.
- In MLRC instruction, it occurred in 4 of 12 (33.3%) sessions and was most frequently on a one-to-one basis (2 sites; 16.7%).

Types of Materials

Another element of interest was whether the textbooks and/or workbooks used were on the ABE book list. Table 7, below, shows the number and percent of classrooms using materials from the book list during instruction, by topic.

Table 7

Classroom Use of Books on Book List

Topic	On ABE Book List?			
	Yes		No	
	n	%	n	%
Reading (N=14)[a]	12	85.7	2	14.3
Mathematics (N=14)	10	71.4	4	28.6
MLRC (N=12)	11	91.7	1	8.3

Note. N = 14 reading and math classrooms. N = 12 MLRC classrooms.

[a]Number of sties in which instruction in the topic occurred.

From viewing Table 7, it can be seen that the majority (71.4% - 91.7%) of observed ABE classrooms used books or materials on the ABE book list.

Other instructional materials used included the following, by subject area (frequency of sites in parentheses).

- Reading/Language Arts:
  - ♦Handouts (4)
  - ♦Journal (4)
  - ♦Computer assisted instruction (2)
  - ♦Films on videotape (2)
  - ♦Audio tape (1)
  - ♦Card reader (1)
- Mathematics:
  - ♦Handouts (7)
  - ♦Flashcards (1)
  - ♦Computer assisted instruction (1)
  - ♦Notebooks (1)
- MLRC:
  - ♦Handouts (1)
  - ♦Map (1)
  - ♦Globe (1)
  - ♦Wall chart (1)

Frequency and Nature of Feedback

Providing students with effective and appropriate feedback is an important element of ABE classes. Within each observation, during a specified period of time (lasting ten minutes), the frequency of positive and negative feedback was recorded (Appendix C, V-4). Also recorded was the evaluator's assessment of whether the feedback was effective and appropriate.

Positive comments were observed in all 14 (100.0%) sites, with a mean frequency of 5.9 (**SD** = 2.4). Negative comments were observed in two sites (14.3%) with a mean frequency of 1.5 (**SD** = 0.5). In all cases, feedback was found to be both appropriate and effective, as negative feedback was followed by examples of positive behavior.

Frequency of and Reaction to Disruptive Behavior

A question related to feedback was whether any disruptive behavior occurred. No disruptive behavior was seen.

Extent of Class Formality

The degree of class formality was measured in two ways: the mode by which the teacher and students addressed each other and the way in which guided practice was conducted (whether the student needed to approach the teacher before obtaining assistance).

Table 8, below, presents the most used forms of address and the number and percent of teachers and students, respectively, who used them.

Table 8

Forms of Address

Form of Address	Direction			
	Teacher to Student		Student to Teacher	
	n	%	n	%[a]
First name	13	92.9	1	7.1
Last name	0	0.0	1	7.1
Last name with title	1	7.1	10	71.4
Other or not heard	0	0.0	2	14.3

Note. N = 14 sites.

[a]Sums to 99.9 due to rounding.

From Table 8, one can see that teachers addressed students by their first names in 13 (92.9%) sites and by last name with title (e.g., Mr., Mrs., Ms., etc.) in one (7.1%). Conversely, students addressed teachers by their first names in one (7.1%) site, by their last names and a title in ten (71.4%), by their last name in one (7.1%), and no form of address was heard in two (14.3%) sites.

From Appendix C (VII-3), one can learn that guided practice was conducted at the student's desk (or seat) in all 14 (100.0%) of the sites. Similarly, questions about the student's work were most often initiated by the teacher in all 14 (100.0%) sites.

Lesson Congruity

Lesson congruity, like class formality, was measured in two ways: whether class presentations were consistent with the lesson plan and whether any student was pulled out of a class activity then returned to it without benefit of a lesson recap.

Table 9, below, shows the number and percent of teachers by lesson plan congruity.

Table 9

Lesson Plan Congruity

Level of Congruity	Teacher	
	n	%
Teacher followed the plan and referred to it during class	10	71.4
Teacher followed the plan but did not refer to it during class	2	14.3
Teacher had a lesson plan but did not follow it	2	14.3

Note. **N** = 14 teachers.

As can be seen in Table 9, all 14 (100.0%) of the teachers had a lesson plan. Twelve (85.7%) followed it, ten (71.4%) referring to it during class. Two (14.3%) did not appear to follow it.

With regard to pulling students out of a lesson then returning them to it without summarizing what occurred in their absence, Appendix C (VIII-2) shows that this happened in one (7.1%) site.

Testing Occurrence and Procedures

During four (28.6%) of the 14 observations, testing occurred. Table 10, below, summarizes the major findings regarding testing procedures within these four observations.

Table 10

Occurrence of Testing Variables

Testing Variables	Occurred? Yes n	Yes %	No n	No %	Unspecified/ Unknown n	Unspecified/ Unknown %	Total n	Total %
Student Behavior								
All students took test	2	50.0	2	50.0	0	0.0	4	100.0
Non-test takers separated[a]	1	50.0	1	50.0	0	0.0	2	100.0
Non-test takers talking[a]	0	0.0	2	100.0	0	0.0	2	100.0
Test takers talking	1	25.0	3	75.0	0	0.0	4	100.0
Books and papers put away	3	75.0	1	25.0	0	0.0	4	100.0
Teacher Behavior								
Teacher provided oral instructions prior to the test	2	50.0	2	50.0	0	0.0	4	100.0
Teacher distributed the test	4	100.0	0	0.0	0	0.0	4	100.0
Teacher collected the test	4	100.0	0	0.0	0	0.0	4	100.0
Teacher corrected the test	3	75.0	1	25.0[b]	0	0.0	4	100.0
Teacher recorded the score	2	50.0	1	25.0[b]	1	25.0	4	100.0
Teacher gave inappropriate assistance	2	50.0	2	50.0	0	0.0	4	100.0

Note. N = 4 classrooms.

[a]The numbers and percents of these rows are based only upon the two testing instances when some members of the class were not among the test takers.

[b]Done by an aide.

An examination of Table 10 indicates that not all of the expected testing procedures were observed in testing settings. In only half (2; 50.0%) of the cases a teacher offered verbal instructions prior to the test and in half of the cases a teacher offered inappropriate assistance to a test taker. One (25.0%) test takers were talking; but in the cases where there were non-takers, none were observed talking. In only one (50.0%) case were test takers and non-takers physically separated. Further, in three (75.0%) cases, books and papers were put away.

However, in all four (100.0%) of the sites, a teacher distributed and collected the tests, and the results were recorded by a teacher (3; 75.0%) or an aide (1; 25.0%). In three (75.0%) instances test correction was done by the teacher and in one (25.0%) case by an aide.

Last, the content areas of the tests were: mathematics, language arts, and spelling (Appendix C, IX-11).

Additional Comments

The following is a summary of comments which either expanded upon what the evaluator observed or provided pertinent details which were not addressed by the observation instrument (Appendix C, X).

- Thirteen minutes of class time was taken to watch Channel One (9; 64.3%).
- Five minutes were used for passing between classes - students received no break in three-hour block (9; 64.3%).
- Thirty minutes were used for relaxation time and fifteen minutes were used for walking/exercise these activities were part of the lesson plan (1; 7.1%).
- Class was held in an inappropriate room; acoustics were bad and the temperature varied drastically (1; 7.1%).

On the next page, the product evaluation results are presented. A summary of the process and product results can also be found starting on page 26.

Product

ABE data were analyzed with respect to the criteria for each objective of the grant. These analyses are presented below.

Student Enrollment

The grant specified enrollment goals for seven ABE student classifications. Table 11, below presents these classifications, their respective goals and enrollment figures, and whether the standards were attained.

Table 11

ABE Student by Classification and Standard

Population Classification	Minimum Percent Enrollment Standard	Participants Enrolled		Attainment of Standard
		n[a]	%	
Adults with limited English language skills	10	68	6.2	No
Unemployed	15	873	79.7	Yes
Rural	2	53	4.8	Yes
Handicapped	10	3	0.3	No
Minority	75	962	87.8	Yes
Female heads of households/ADC recipients	15	390	35.6	Yes
Homeless	1	0	0.0	No

Note. **N** = 1,096 students.

[a]Figures represent duplicated counts; total **N** in Note does not include the one student for whom no demographic information was submitted.

By examining Table 11, it can be seen that the program attained its enrollment objectives for four of the seven classifications (57.1%).

Recruitment

Prior to and for the first month of the 1994/95 school year, a recruitment campaign was conducted for the ABE program. The campaign consisted of the distribution of bulletins containing general information about the program, e.g., class offerings and locations, and phone numbers to call for information.

The major goals of the recruitment were to attract new students and to motivate previous students to return. The recruitment standard was that at least 10% of the student population be new to the program. According to enrollment data, 563 of 1,096 (51.4%) students were new. The standard was met.

Dropout Prevention

The grant specified that the ABE program was to attain a dropout rate at or below 40% from among the students who received at least 12 hours of instruction. A dropout was defined as a student who leaves the program for a reason other than the following: employment, passing the GED, completing his/her ABE objectives, or death. In two prior years (1987-88 and 1988-89) this standard was attained.

A review of year-end data indicated that 349 of the 828 (42.1%) students receiving 12 hours of instruction (see Table 12, below) dropped out of the program. This represents a substantial decrease in the dropout rate from 1993-94 (48.0%), however, the dropout prevention standard was not attained.

Student Achievement

The program served five student classifications: handicapped, ESL/bilingual (hereafter referred to as ESL), incarcerated, senior citizen, and regular (those not classifiable in the other four categories). The grant specified that: 1) individual ABE objectives were to be assigned to every student receiving 12 hours or more of instruction; 2) 75% of those students, within classification and across the program, were to attain mastery on at least 75% of their objectives; and 3) the Test of Adult Basic Education (TABE) will be used to report student achievement pre- and post-test scores with grade level gains.

Data related to these specifications for this year (and a three-year review) are presented below.

Objective Assignment

A review of the records demonstrated that 828 adult learners received at least 12 hours of instruction. Table 12, below, is a presentation of students, by classification and total, who received 12 or more hours of instruction and the number and percent of them who were assigned objectives. Table E-1, in Appendix E, presents this data by teacher.

Table 12

ABE Students[a] Objective Assignment by Classification

Classification	Students	Students Assigned Objectives	
	n	n	%
Handicapped	1	1	100.0
ESL	52	52	100.0
Incarcerated	117	109	93.0
Senior citizen	33	33	100.0
Regular	629	603	96.0
Total[b]	828	794	95.9

Note. N = 828 students.

[a]Students who received at least 12 hours of instruction.

[b]Total is less than the sum of student in each classification; students may belong to more than one.

As can be seen in Table 12, 794 of the 828 (95.9%) students who were provided 12 hours or more of instruction were assigned individual objectives. In only three of the five classifications, were 100.0% of the students assigned objectives. Further, from reviewing Table E-1 (Appendix E), one can see that at only 5 of the 16 (31.2%) sites, 100% of the students who received 12 or more instructional hours were assigned objectives. This portion of the program objective was <u>not</u> attained.

Objective Attainment

With regard to student performance, Table 13, below, presents the number and percent of students (with at least 12 hours instruction and assigned individual objectives), by classification and program total, who mastered at least 75% of their individual objectives. (Table E-2, Appendix E, presents this data by teacher.)

Table 13

ABE Students[a] by Classification Who Attained the Standard[b]

Classification	Students	Students Attaining Standard[b]		Program Standard[c] Attained?
	n	n	%	
Handicapped	1	1	100.0	Yes
ESL	52	41	78.8	Yes
Incarcerated	117	96	82.1	Yes
Senior Citizen	33	24	72.7	No
Regular	629	408	64.9	No
Total[d]	828	566	68.4	No

Note. N = 828 students.

[a]With at least 12 hours of instruction.

[b]Mastery of at least 75% of his/her individual objectives.

[c]75% of students will meet individual standard.

[d]Totals are less than the sum of the students in each classification; students may belong to more than one.

A review of Table 13 reveals that, program-wide, the performance standard was not attained. A review also reveals that:

- The performance standard was attained by ESL and incarcerated students;
- However, performance standard was not attained by senior citizen, and regular ABE students;
- Since only one handicapped student received at least 12 hours of instruction, meaningful interpretation of that result to a group cannot be made.

Further, by examining Table E-2 (Appendix E), one can see that nine of the 16 (56.2%) teachers met the program standard (i.e., 75% or more of their students attained mastery of at least 75% of their objectives).

As an additional analysis of this year's student performance, Tables E-3 and E-4 (Appendix E) present respectively a bottom versus top half distribution of objective mastery attainment by classification and teacher.

An examination of Table E-3 reveals that, program-wide, 87.0% of the ABE students attained at least 50% of their objectives (i.e., 13.0% mastered less than 50% of their objectives). Similar success rates were evident within four of the five categories, ranging from 86.5% (among ESL) students to 97.0% (among senior citizen students) attaining at least 50% of the objectives.[7] Further, an examination of Table E-4 demonstrates that one of 14 (7.1%) teachers had 100.0% of their students mastering at least 50.0% of the objectives[8] and that another six of 14 (42.9%) showed between 90.0% to 99.9% of their students mastering 50% or more of the objectives.

TABE Gains. The final objective involved student achievement on TABE. This year (1994-95) was the second year when both program completion and level movement were accomplished through gains in pre- to post-TABE scores (such a move required at least a one grade level unit gain).

Because as of this writing, no standard for this program objective had been established, the extent of student achievement was documented. The program supervisor submitted to the Evaluation Department lists of students who had either completed the program or realized grade unit gains based on TABE scores. They are summarized in Table 14 below.

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[7] The success rate for the one handicapped student was 100.0% objectives mastered.

[8] One laid-off teacher had only one student who was not transferred to another teacher; interpretation of the teacher's results should be done with caution.

Table 14

ABE Program Movement

TABE Score Gains	Students[a] N	%
Completed program	57	6.9
Increased at least one grade unit level	131	15.8
Total	188	22.7

Note. N = 828 students.

[a]Of the 828 students who received at least 12 instructional hours.

From Table 14, it can be seen that 188 (22.7%) of the students who received at least 12 instructional hours realized at least one grade unit gain on TABE.

When considering these results, the reader should keep in mind that while gains in TABE scores represent an important student achievement goal of the program, it is not the only one. As described in the previous sections, the program also realized success in attaining the objective content goals to which it directly teaches.

Longitudinal. An overall three-year comparison of objective assignment and performance data was conducted. In each year, less than 100% of those students receiving 12 or more hours of instruction were assigned objectives. The numbers and percents of students for each year are given in Table 15 below.

Table 15

ABE Objective Assignment by Year

Year	Students[a]	Students Assigned Objectives	
	N	N	%
1992-93	924	906	98.1
1993-94	843	821	97.4
1994-95	828	794	95.9

Note. N = 2,595 students.

[a]Who received at least 12 hours of instruction.

A three-year review of the number and percent of students (who received both 12 hours of instruction and individual objectives), by classification and program total, who met the standard (mastering 75% of their objectives) is presented in Table 16 below.

Table 16

ABE Students[a] by Classification Who Met the Standard[b] by Year

Classification	Students Meeting Standard					
	1992-93		1993-94		1994-95	
	n	%	n	%	n	%
Handicapped	34	49.3	2	28.6	1	100.0
ESL	50	74.6	60	81.1	41	78.8
Incarcerated	84	94.4	113	83.7	96	82.1
Senior citizen	50	78.1	25	73.5	24	72.2
Regular	499	77.2	449	74.0	408	64.9
Total[c]	682	73.8	639	75.8	566	68.4

Note. N = 2,595 students.

[a]With 12 hours instruction and assigned objectives.

[b]Mastery of at least 75% of his/her individual objectives.

[c]Totals are less than the sum of students in each classification; students may belong to more than one.

An examination of Table 16 reveals the following points:

- Program-wide the proportion of students attaining the standard approached the program criterion (75% of the students) in 1992-93, achieved it in 1993-94, but there was overall decline between 1993-94 and 1994-95.
- ESL student performance fluctuated across the three years.
- Performance levels of senior citizen and incarcerated students decreased over the three years.
- There was an insufficient number of handicapped students in 1993-94 and 1994-95 to make any meaningful longitudinal comparisons.

In viewing these results, readers should bear in mind that the program provided services to largely voluntary, high-need students. It speaks well of the supervisor and staff to consistently maintain the program-wide success rates depicted above.

Summary

The 1994-95 school year was the 34th consecutive year the School District of the City of Saginaw has operated an Adult Basic Education (ABE) program. This program served a diverse population of adults (all of whom had a less than eighth grade education) using objectives specifically designed to address their educational needs. During this year, 1,097 adult learners received services by attending one or more of the 23 classes conducted at the four centers located throughout Saginaw.

Both a process and a product evaluation was conducted. The findings are presented in the subsections below.

Process

A process evaluation was conducted to determine the status of program operations during 1994-95 and consisted of on-site, classroom observations. The observation instrument focused on ten aspects of an ABE classroom: start of the class; time spent on each subject area (reading, mathematics, and MLRC) and total; modes of instruction; extent of individualized instruction; materials used; feedback; disruptive behavior; classroom formality; lesson congruity; and testing occurrence/procedures.

The classroom observations yielded the following findings:

- In most (if not all) classes, the teacher ...
  - -- Began on time;
  - -- Used a sign-in sheet;
  - -- Was in the room prior to class; and
  - -- Offered a preview.

- In most (if not all) classes, reading, mathematics, and MLRC lessons were offered, but class time per topic varied.

- Instructors used multiple methods of instruction (including individualized instruction) and checked for students' lesson understanding. Most offered lesson previews but lesson closure and teachers specifying objectives were not frequently seen.

- Positive and negative feedback were effective and used appropriately. Disruptive behavior was not seen.

- Of the 14 teachers, most teachers (12; 85.7%) followed lesson plans and 10 (71.4%) referred to them during class. In only one (7.1%) site was a student's lesson interrupted by a pullout.

- Testing was observed in four (28.6%) of the sites. Deviations from proper procedure were observed, they included test takers talking, not putting books and papers away, and teacher providing inappropriate assistance.

In general, the ABE program operated as planned.

Product

A product evaluation was conducted to determine whether the program attained the objectives specified in its funding grant.

The 1994-95 grant contained 11 objectives comprising 13 components. Seven of these 13 (53.8%) components were attained. This represents a slight decrease from the previous year when eight of 13 (61.5%) objective components were attained.

With regard to student objective attainment, the program did not meet its standard; of those students who received 12 or more instructional hours, 68.4% attained mastery on over 75% of their objectives. This represents a program-wide decrease from last year (75.8%) when the standard was met. Among student classifications, the standard was met among ESL and incarcerated students; however, neither the senior citizen, nor the regular ABE students met the standard (there were not enough handicapped students to make a reasonable conclusion).

In further analysis, it was found that the standard was met by nine of the 16 (56.2%) teachers and that 87.0% of the students who received at least 12 hours of instruction attained mastery on at least 50% of their individually assigned objectives.

Also, 22.7% of the students demonstrated at least one grade unit growth between pre- and post-test TABE scores. (Again readers should be reminded to view these gains in TABE scores in light of the fact that the program was successful in student attainment of the objectives to which it directly teaches.)

In viewing these results, readers should recall that the program has experienced nearly consistent success rates with a largely high need, voluntary student population.

Figure 1, below, summarizes the ABE program's objective attainment for 1994-95.

Figure 1. Objective Mastery Summary

Objective	Standard	Supporting Data	Standard Achieved?
1. ESL Instruction	10% or more of population are ESL students	6.2% ESL students	No
2. Services to the unemployed	15% or more of population are unemployed students	79.7% unemployed students	Yes
3. Services to the rural	2% or more of population are rural students	4.8% rural students	Yes
4. Services to the incarcerated	Full-time program for county jail inmates	Full-time program provided	Yes
5. Services to the handicapped	10% or more of population are handicapped students	0.3% handicapped students	No
6. Services to minorities	75% or more of population are minority students	87.8% minority students	Yes
7. Services to women with special needs	15% or more of population are special needs students	35.6% female students with special needs	Yes
8. Recruitment	10% or more of population are new students	51.4% new students	Yes
9. Academic services	a. 100% with 12 or more hours are assigned objectives	a. 95.9% with $\geq$ 12 hours were assigned objectives	No
	b. 75% will attain 75% of their objectives	b. 68.4% attained 75% of their objectives	No
	c. Test of Adult Basic Education (TABE) will be used to report student achievement pre- and post-test scores with grade level gains	c. Standard to be developed; 22.7% evidence grade level gains	Yes
10. Dropout prevention	Less than 40% of student population will drop out	42.1% dropped out	No
11. Services to the homeless	1% or more of population are homeless students	0.0% homeless students	No

In light of these findings and the findings of the process evaluation, recommendations intended to help improve the ABE program have been developed. They begin on the following page.

Recommendations

In light of the 1994-95 process and product findings and conversations with the program supervisor and staff, the following recommendations, grouped by category, are offered.

Prior to offering these recommendations, it should be reiterated that the program is, overall, attaining most of its goals. These recommendations are presented with the aim of enhancing an already effective program.

It should be noted that the recommendations below are not meant to be exhaustive; the enhancements they suggest may be attainable through other means. The supervisor and staff may want to consider what other means are available and are encouraged to seek help from the Department of Evaluation, Testing, and Research.

Process

Overall, the program operated as planned. However, there were two major organizational differences between this and previous years. This was the first year when classes were shared among teachers. It was also the first year when students were not allowed a break in the three-hour class block (except for five minutes passing from one classroom to another).

It is unknown what impact these changes may have had on students' attitude toward the ABE program or their participation in it.

- In light of the notable decrease in student performance, the supervisor and staff should assess student attitude and, if these changes have had a negative impact, make some determination about how to ameliorate this impact.

Further, deviations between the supervisor's intent and program operations still exist in the areas of subject area coverage (time on topic) and testing.

- The supervisor should continue to monitor lesson plans and conduct classroom observations to determine which teachers deviate the most from intended subject area coverage.

- The supervisor should also determine if there is some specific unmet need which is impeding these teachers' ability to provide instruction in the desired mode and if there is some way the program can meet this need.

- The supervisor and staff should review testing procedures (what should be done and what may not be done) and identify the best ways for testing to be conducted properly in the future. Aides, since they are included in testing activities, should be included in these reviews.

Product

Not all of the program objective components were attained, however, seven (53.8%) were. The following recommendations address ways toward attainment of more.

Student Performance

As mentioned above, this is the first year when classes were shared among teachers. Also there was a decrease in teaching staff during this year which (since there was no commensurate decrease in student enrollment) increased the student/teacher ratio.

- The supervisor and staff may wish to consider what, if any, impact either of these events may have had as related to the decrease in student performance.
- As part of this review, the supervisor and staff should identify from among the successful sites what teaching strategies can be applied or modified in the less successful sites.
- A standard for student achievement on TABE should be set. Given the 1994-95 results (22.7% of the students attained at least one grade level gain), a program-wide standard of 20% would seem appropriate.

Recruitment

- The supervisor and staff should review recruitment procedures for insufficiently represented student subgroups to determine if additional efforts are needed and, if so, how best to implement them.
- One possible way to do this may be through continuing contacts with charitable and social agencies serving the community.

Paperwork

- The supervisor and staff should continue to review the instrument and the correct reporting processes for accuracy prior to their submission to the Evaluation Department. These reviews, at minimum, should verify the following:

  -- Student demographic data;

  -- Students have received 12 or more hours of instruction should have assigned objectives; and

  -- Performance data is accurate and complete.

- The supervisor should consider additional inservice opportunities on proper reporting form completion for those instructors who have experienced difficulties in this area.

REFERENCES

CTB/McGraw-Hill Company. (1987). Tests of adult basic education, forms 5 and 6, and survey form. Monterey, CA: Author.

Psychological Corporation. (1974). Adult basic learning examination (2nd Edition). San Antonio, TX: Author.

APPENDICES

APPENDIX A

Table A-1

ABE Students by Gender

	Students	
Gender	**n**	**%**
Male	577	52.6
Female	519	47.4
Total	1,096	100.0

Note. **N** = 1,096 students.

Table A-2

ABE Students by Racial Classification

	Students	
Racial Classification	**n**	**%**
Indigenous American	11	1.0
Hispanic	162	14.8
White	134	12.2
Black	755	68.9
Oriental	21	1.9
Not Specified	13	1.2
Total	1,096	100.0

Note. **N** = 1,096 students.

APPENDIX A

Table A-3

ABE Students by Age Group

	Students	
Age Group	**n**	**%**
13-16[a]	118	10.7
17-20	391	35.7
21-30	269	24.5
31-40	177	16.1
41-50	83	7.6
51-60	25	2.3
61-70	23	2.1
71 and older	7	0.7
Not Specified	3	0.3
Total	1,096	100.0

Note. **N** = 1,096 students.

[a]Enrolled in pregnant teen program or court placement.

APPENDIX B

ADULT BASIC EDUCATION CENTERS

Center Name	Street Address
Redeemer Lutheran Church	3829 Lamson
Ruben Daniels Lifelong Learning Center	115 W. Genesee
Saginaw County Jail	208 S. Harrison
Tri-City SER: Jobs For Progress	620 Thompson

APPENDIX C

1994-95 ABE OBSERVATION SHEET
(N=14)

Date:_____
Time Class Began:_____

Evaluator:_____ Teacher:_____

Location: Ruben Daniels Lifelong Learning Center* (10; 71.4%)

Other (cooperative agreement) sites (4; 28.6%)

INSTRUCTIONS: Please circle or fill-in as appropriate.

Class: ABE (11; 78.6%) ESL (1; 7.1%) BILINGUAL (1; 7.1%) PREGNANT TEEN (1; 7.1%)

(Range) Number Enrolled: 9-23; Number Attending: 2-18; Percent Attending: 22.2-44.4%

I. THE START OF THE CLASS

1. Did the class begin on time? YES (14; 100.0%) NO (0; 0.0%)
2. Was the teacher in the room at least five minutes prior to its start? YES (13; 92.9%) NO (1; 7.1%)
3. Was a sign-in sheet used to take attendance? YES (14; 100.0%) NO (0; 0.0%)
4. Was the class given a preview of the day's activities and/or upcoming events...

   In oral form? 1 (7.1%)
   In written form? 4 (28.6%)
   In both forms? 8 (57.1%)
   No preview given. 1 (7.1%)**

*Program's home site

**Sums to 99.9% due to rounding.

APPENDIX C

II. READING/LANGUAGE ARTS (Observed in 14 sessions; percents in this section based on those 14).

1. Time (in minutes) spent on reading: **M** = 90.9 **SD:** = 17.4*

2. Which of the following instructional materials were used?

Textbooks and/or workbooks	YES	(12; 85.7%)	NO	(2; 14.3%)
Handouts	YES	(8; 57.1%)	NO	(6; 42.9%)
Journals	YES	(4; 28.6%)	NO	(10; 71.4%)
Computer assisted instruction	YES	(2; 14.3%)	NO	(12; 85.7%)
Card reader	YES	(1; 7.1%)	NO	(13; 92.9%)
Audio tape	YES	(1; 7.1%)	NO	(13; 92.9%)

3. Which of the following modes of instruction were used?

Modeling (examples given)	YES	(3; 21.4%)	NO	(11; 78.6%)
Guided practice (monitoring)	YES	(13; 92.9%)	NO	(1; 7.1%)
Checking for understanding	YES	(13; 92.9%)	NO	(1; 7.1%)
Drill	YES	(2; 14.3%)	NO	(12; 85.7%)
Lecture	YES	(2; 14.3%)	NO	(12; 85.7%)
Problem solving	YES	(1; 7.1%)	NO	(13; 92.9%)
Group discussion	YES	(5; 35.7%)	NO	(9; 64.3%)
Review/follow-up	YES	(9; 64.3%)	NO	(5; 35.7%)
Reading aloud (student)	YES	(7; 50.0%)	NO	(7; 50.0%)
Reading aloud (teacher)	YES	(7; 50.0%)	NO	(7; 50.0%)
Reading aloud (choral)	YES	(0; 0.0%)	NO	(14; 100.0%)
Question and answer	YES	(2; 14.3%)	NO	(12; 85.7%)
Chalkboard exercises	YES	(4; 28.6%)	NO	(10; 71.4%)

4. Was the instruction individualized...

On a one-on-one basis?	(8; 57.1%)**
On a small group basis?	(1; 7.1%)
On both bases?	(3; 21.4%)
No individualized instruction seen.	(2; 14.3%)

*When classes not scheduled in a three hour block and/or designed for a specific course content (e.g., ESL) were excluded, the mean was 83.5 minutes (**SD** = 11.1)

**Sums to 99.9% due to rounding.

5. Which of the following were observed during reading instruction?

A preview of the lesson	YES	(9; 64.3%)	NO	(5; 35.7%)
A check for students' prior knowledge	YES	(9; 64.3%)	NO	(5; 35.7%)
Teacher specified objective	YES	(8; 57.1%)	NO	(6; 42.9%)
Closure on the lesson	YES	(2; 14.3%)	NO	(12; 85.7%)

6. Comments on the reading session: _____

_____

III. MATHEMATICS (Observed in 14 classrooms; percents in Section III 2-5 are based on these 14).

1. Time (in minutes) spent on reading: **M** = 48.7 **SD:** = 13.2*

2. Which of the following instructional materials were used?

Textbooks and/or workbooks	YES	(10; 71.4%)	NO	(4; 28.6%)
Handouts	YES	(7; 50.0%)	NO	(7; 50.0%)
Notebooks	YES	(1; 7.1%)	NO	(13; 92.9%)
Computer assisted instruction	YES	(1; 7.1%)	NO	(13; 92.9%)
Flashcards	YES	(1; 7.1%)	NO	(13; 92.9%)

3. Which of the following modes of instruction were used?

Modeling (examples given)	YES	(2; 14.3%)	NO	(12; 85.7%)
Guided practice (monitoring)	YES	(11; 78.6%)	NO	(3; 21.4%)
Checking for understanding	YES	(12; 85.7%)	NO	(2; 14.3%)
Drill	YES	(1; 7.1%)	NO	(13; 92.9%)
Lecture	YES	(3; 21.4%)	NO	(11; 78.6%)
Problem solving	YES	(3; 21.4%)	NO	(11; 78.6%)
Group discussion	YES	(5; 35.7%)	NO	(9; 64.3%)
Review/follow-up	YES	(6; 42.9%)	NO	(8; 57.1%)
Reading aloud (student)	YES	(1; 7.1%)	NO	(13; 92.9%)
Exercises on chalkboard	YES	(5; 35.7%)	NO	(9; 64.3%)
Kumon method**	YES	(1; 7.1%)	NO	(13; 92.9%)

*When classes not scheduled in a three hour block and/or designed for a specific course content (e.g., ESL) were excluded, the mean was 46.1 minutes (**SD** = 12.3)

**Kumon method is a structured sequential individualized program of study; see Appendix G for details.

4. Was the instruction individualized...

On a one-on-one basis?	(8; 57.1%)*
On a small group basis?	(2; 14.3%)
On both bases?	(1; 7.1%)
No individualized instruction seen.	(2; 14.3%)
Kumon method**	(1; 7.1%)

5. Which of the following were observed during mathematics instruction?

A preview of the lesson	YES (11; 78.6%)	NO (2; 14.3%)	NA***	(1; 7.1%)
A check for students' prior knowledge	YES (11; 78.6%)	NO (2; 14.3%)	NA	(1; 7.1%)
Teacher specified objective	YES (10; 71.4%)	NO (3; 21.4%)	NA	(1; 7.1%)*
Closure on the lesson	YES (4; 28.6%)	NO (9; 64.3%)	NA	(1; 7.1%)

6. Comments on the mathematics session: _____

_____

IV. MICHIGAN LIFE ROLE COMPETENCIES (MLRC) (Observed in 12 classrooms; percents in Section IV are based on these 12).

1. Time (in minutes) spent on reading: **M** = 22.7 **SD:** = 14.4****

2. Which of the following instructional materials were used?

Textbooks and/or workbooks	YES	(11; 91.7%)	NO	(1; 8.3%)
Wall chart	YES	(1; 8.3%)	NO	(11; 91.7%)
Map	YES	(1; 8.3%)	NO	(11; 91.7%)
Handout	YES	(1; 8.3%)	NO	(11; 91.7%)
Globe	YES	(1; 8.3%)	NO	(13; 91.7%)

*Sums to 99.9% due to rounding.

**Kumon method is a structured sequential individualized program of study; see Appendix G for details.

***Not included in the Kumon instruction method.

****When classes not scheduled in a three hour block and/or designed for a specific course content (e.g., ESL) were excluded, the mean was 27.5 minutes (**SD** = 11.8).

APPENDIX C

3. Which of the following modes of instruction were used?

Modeling (examples given)	YES	(0; 0.0%)	NO	(12; 100.0%)
Guided practice (monitoring)	YES	(4; 33.3%)	NO	(8; 66.7%)
Checking for understanding	YES	(9; 75.0%)	NO	(3; 25.0%)
Drill	YES	(1; 8.3%)	NO	(11; 91.7%)
Lecture	YES	(2; 16.7%)	NO	(10; 83.3%)
Problem solving	YES	(1; 8.3%)	NO	(11; 91.7%)
Group discussion	YES	(8; 66.7%)	NO	(4; 33.3%)
Review/follow-up	YES	(6; 50.0%)	NO	(6; 50.0%)
Reading aloud (student)	YES	(6; 50.0%)	NO	(6; 50.0%)
Reading aloud (teacher)	YES	(6; 50.0%)	NO	(6; 50.0%)
Reading aloud (choral)	YES	(1; 8.3%)	NO	(11; 91.7%)
Question and answer	YES	(1; 8.3%)	NO	(11; 91.7%)
Chalkboard exercises	YES	(0; 0.0%)	NO	(12; 100.0%)

4. Was the instruction individualized...

On a one-on-one basis?	(2; 16.7%)
On a small group basis?	(1; 8.3%)
On both bases?	(1; 8.3%)
No individualized instruction seen.	(8; 66.7%)

5. Which of the following were observed during MLRC instruction?

A preview of the lesson	YES	(11; 91.7%)	NO	(1; 8.3%)
A check for students' prior knowledge	YES	(10; 83.3%)	NO	(2; 16.7%)
Teacher specified objective	YES	(7; 58.3%)	NO	(5; 41.7%)
Closure on the lesson	YES	(7; 58.3%)	NO	(5; 41.7%)

6. Comments on the MLRC session: _____

_____

APPENDIX C

V. FEEDBACK

Sometime during the second half of class, take a ten minute block of time. Within it, observe the nature and amount of positive and negative feedback. (This would include, respectively, positive and negative comments in regard to class work or behavior.)

FEEDBACK*

	Positive		Negative	
1. Frequency of feedback?	**M** = 5.9; **SD** = 2.4		**M** = F1.5; **SD** = 0.5	
2. Appropriate, generally?	YES (14; 100.0%)	NO (0; 0.0%)	YES (2; 14.3%)	NO (0; 0.0%)
3. Effective, generally?	YES (14; 100.0%)	NO (0; 0.0%)	YES (2; 14.3%)	NO (0; 0.0%)
4. Generally followed by statements of expected behavior?	_____			

Please comment:_____

VI. DISRUPTIVE BEHAVIOR

Please describe any instances of disruptive behavior in the class. Minor disruptions would include such behaviors as students talking out of turn sufficient to distract the lesson. Major disruptions would include behaviors which would threaten other students in the class or the teacher, or using the teacher's authority.

DISRUPTIONS

	Major	Minor
1. Frequency	**M** = 0.0; **SD** = 0.0	**M** = 0.0; **SD** = 0.0
2. Generally limited to a few students?	N/A	N/A

3. Please specify the nature of the disruption(s) and the teacher's reaction(s). Include details as necessary.

N/A

*Positive feedback was observed in all 14 (100.0%) sites; negative feedback was observed in two (14.3%) sites.

APPENDIX C

VII. CLASS FORMALITY

1. Please describe how the teacher and students addressed each other in class.

   a. Most often, how did the teacher refer to the students?
   (Circle one)

   FIRST NAME (13; 92.9%)
   LAST NAME (0; 0.0%)
   LAST NAME WITH TITLE (1; 7.1%)
   BOTH FIRST NAME AND LAST NAME WITH TITLE (0; 0.0%)
   OTHER (0; 0.0%)

   b. Most often, how did the students refer to the teacher?

   FIRST NAME (1; 7.1%)
   LAST NAME (1; 7.1%)
   LAST NAME WITH TITLE (10; 71.4%)
   OTHER (0; 0.0%)

   -(Please specify) Not heard (2; 14.3%)

2. Please describe how guided practice was conducted.

   a. Most often, where was guided practice conducted?
   (Circle one)

   TEACHER'S DESK (0; 0.0%)
   STUDENT'S DESK (14; 100.0%)

   b. Most often, who initiated questions about the student's work?

   TEACHER (14; 100.0%)
   STUDENT (0; 0.0%)

APPENDIX C

VIII. LESSON CONTIGUITY

1. Were the class presentations consistent with the lesson plan? (Check one)

   a. Teacher followed the plan and referred to it during class. (10; 71.4%)
   b. Teacher followed the plan but did not refer to it during class. (2; 14.3%)
   c. Teacher had a lesson plan but did not follow it. (2; 14.3%)
   d. Teacher had no lesson plan. (0; 0.0%)

2. During any time in the class, was a student(s) pulled out from a group activity for individual instruction then returned to the group without having the group activity recapped?

   YES (1; 7.1%)
   NO (13; 92.9%)

IX. TESTING PROCEDURES

1. Did testing occur during the class time?

   YES (4; 28.6%)
   NO (10; 71.4%)

(Note: Four test sessions were observed. The percents in IX. 2-11 [except 3 a-c] are based on those four tests.)

2. Were instructions given orally prior to the test being distributed?

   YES (2; 50.0%)
   NO (2; 50.0%)

3. Did all of the students take the test?

YES (2; 50.0%)
NO (2; 50.0%)

(Note: Percents in VIII 3 a-c are based on the two instances where not all students took the test.)

a. Were the students physically grouped or regrouped into test takers and non-test takers?

YES (1; 50.0%)
NO (1; 50.0%)

b. Did talking among the non-test takers occur during the test?

YES (0; 0.0%)
NO (2; 100.0%)

If Yes, how did the teacher react? N/A

c. Specify what those not talking the test were doing.

- Written assignments (2)

4. Were all of the books and papers put away before the test began?

YES (3; 75.0%)
NO (1; 25.0%)

5. Was blank paper and/or the test instrument distributed by the teacher?

YES (4; 100.0%)
NO (0; 0.0%)

If no, how were they distributed?

6. Did talking among the test takers occur during the test?

YES (1; 25.0%)
NO (3; 75.0%)

If yes, how did the teacher react?

-Participated in the talking (1)

7. Who corrected the tests?

The teacher (3; 75.0%)
Aide (1; 25.0%)

8. Were the test papers or answer sheets collected?

YES (4; 100.0%)
NO (0; 0.0%)

If yes, were they collected by...

The teacher? (4)
A teacher's aide? (0)

9. How were the grades recorded?

Teacher retained to record after class (2; 50.0%)
Not seen (1; 25.0%)
By aide (1; 25.0%)

10. Did the teacher offer any inappropriate assistance to the test takers?

YES (2; 50.0%)
NO (2; 50.0%)

If yes, please specify.

- Teacher read reading section aloud and reviewed it before the test. (1)
- Teacher informed the evaluator that the student had been taking the same test as a practice test throughout the week and therefore did not need oral instructions. (1)

11. Specify the type of test (e.g., spelling).*

-Spelling (3)
-Language/arts (2)
-Mathematics (1)

*Two sessions distributed two tests.

X. OTHER COMMENTS

Please comment on anything salient you observed occurring in this class which was not addressed by the above questions.

- Thirteen minutes of class time was taken to watch Channel One. (9)
- Five minutes were used for passing between classes - students received no book for three-hour block. (9)
- Thirty minutes were used for relaxation time and fifteen minutes used for walking/exercise. These activities were part of the lesson plan. (1)
- Class was held in an inappropriate room; acoustics were bad and the temperature varied drastically. (1)

APPENDIX C

XI. LESSON TIME

1. Total class time*

   Scheduled: **M** = 180.0; **SD** = 21.0
   Actual: **M** = 167.3; **SD** = 24.7

   (Note: the mean difference between scheduled and actual instruction time was -12.7 minutes [**SD** = 8.6].)

2. Temporal order of subject areas

   (Note: by supervisor directive, reading, mathematics, and MLRC instruction were to occur in each class session, in that respective order.)

   a. Reading

- First	(5; 35.7%)
- Second	(0; 0.0%)
- Third	(9; 64.3%)
- First and Fourth	(0; 0.0%)
- Not seen	(0; 0.0%)

   b. Mathematics**

- First	(3; 21.4%)
- Second	(10; 71.4%)
- Third	(1; 7.1%)
- Not seen	(0; 0.0%)

   c. MLRC

- First	(6; 42.9%)
- Second	(4; 28.6%)
- Third	(1; 7.1%)
- Fourth	(1; 7.1%)
- Not seen	(2; 14.3%)

*Scheduled class time varied due to constraints which were specific to the host building or (in the pregnant teen class) the nature of the instructional program.

**Sums to 99.9% due to rounding.

V. PARENTING (RDLLC S-27, only) [Seen in one class]

1. Time (in minutes) spent on Parenting: 50

2. Which of the following instructional materials were used?

Textbooks and/or workbooks	YES	(0; 0.0%)	NO	(1; 100.0%)
Flashcards	YES	(0; 0.0%)	NO	(1; 100.0%)
Movie	YES	(0; 0.0%)	NO	(1; 100.0%)
Videotape	YES	(0; 0.0%)	NO	(1; 100.0%)
Computer assisted instruction	YES	(0; 0.0%)	NO	(1; 100.0%)
Handouts	YES	(1; 100.0%)	NO	(0; 0.0%)

3. Which of the following modes of instruction were used?

Guided practice (monitoring)	YES	(0; 0.0%)	NO	(1; 100.0%)
Modeling	YES	(0; 0.0%)	NO	(1; 100.0%)
Checking for understanding	YES	(0; 0.0%)	NO	(1; 100.0%)
Drill	YES	(1; 100.0%)	NO	(0; 0.0%)
Reading aloud (teacher)	YES	(0; 0.0%)	NO	(1; 100.0%)
Reading aloud (choral)	YES	(0; 0.0%)	NO	(1; 100.0%)
Reading aloud (student)	YES	(1; 100.0%)	NO	(0; 0.0%)
Chalkboard exercises	YES	(0; 0.0%)	NO	(1; 100.0%)
Lecture	YES	(0; 0.0%)	NO	(1; 100.0%)
Problem solving	YES	(0; 0.0%)	NO	(1; 100.0%)
Group discussion	YES	(1; 100.0%)	NO	(0; 0.0%)
Review/follow-up	YES	(0; 0.0%)	NO	(1; 100.0%)
Question/answer	YES	(1; 100.0%)	NO	(0; 0.0%)

4. Was the instruction individualized...

On a one-on-one basis?	(0; 0.0%)
On a small group basis?	(0; 0.0%)
On both bases?	(0; 0.0%)
No individualized instruction seen.	(1; 100.0%)

5. Which of the following were observed during Parenting instruction?

A preview of the lesson	YES	(0; 0.0%)	NO	(1; 100.0%)
Closure on the lesson	YES	(0; 0.0%)	NO	(1; 100.0%)
A check for students' prior knowledge	YES	(1; 100.0%)	NO	(0; 0.0%)
Teacher specified objective	YES	(0; 0.0%)	NO	(1; 100.0%)

6. Comments on the Parenting session: _____

_____

APPENDIX C

V. LANGUAGE EXPANSION TECHNIQUES (BILINGUAL/ESL CLASSES, only) [Seen in two classes]

Sometime during the second hour of class, take a ten minute block of time. Within it, observe the teacher's efforts to increase English language use by the students (e.g., asking questions and probing for multiple word/complex responses).

1. What was the frequency of questions? **M** = 22.5; **SD** = 7.5

2. What was the number of students who were asked a question (percent of students in room)? (2; 100.0%)

3. Did the students, generally, offer multiple word/complex responses?

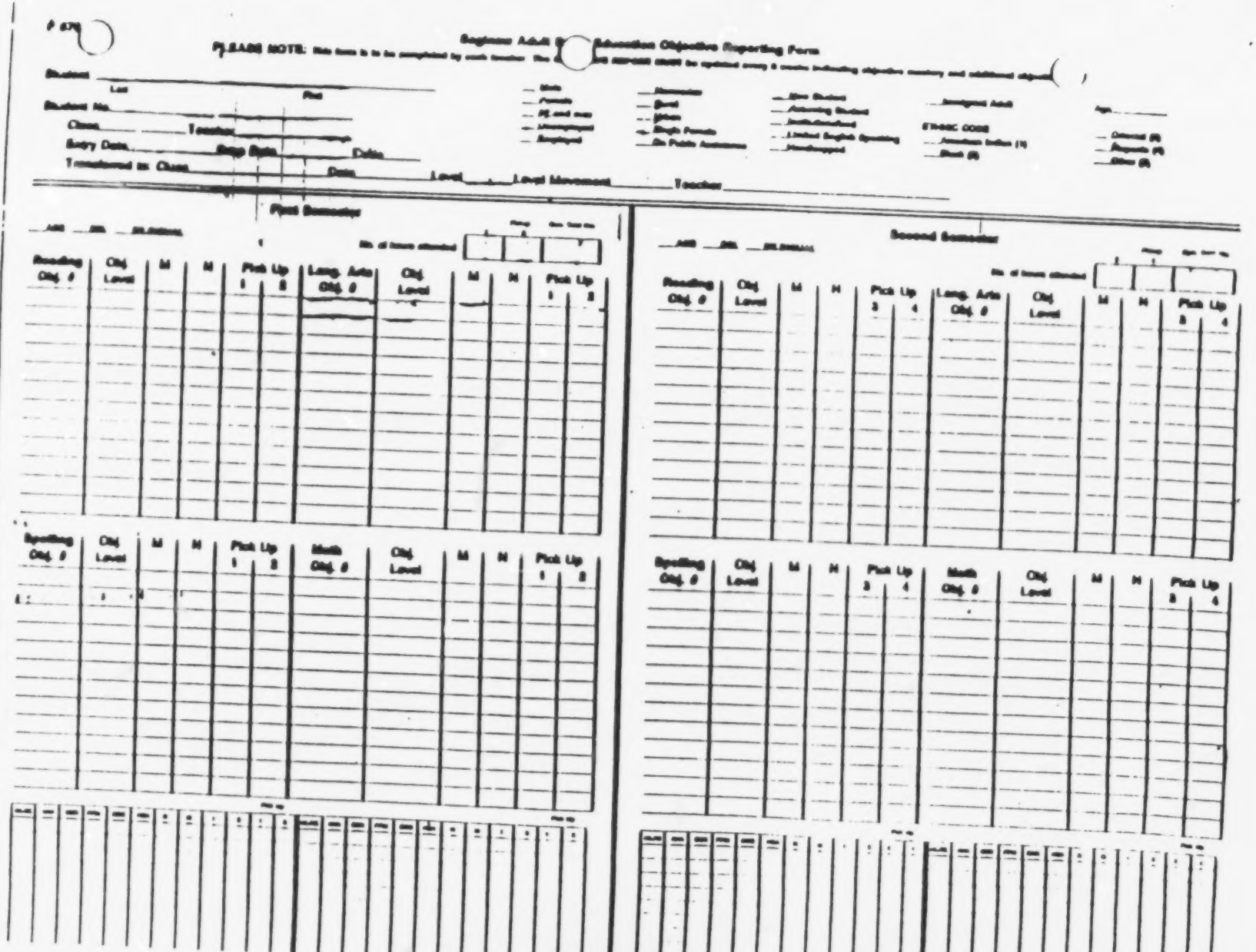
   YES (2; 100.0%)
   NO (0; 0.0%)

4. Were the responses appropriate, generally?

   YES (2; 100.0%)
   NO (0; 0.0%)

5. Were the responses followed by a teacher prompt for a longer/more complex response?

   YES (2; 100.0%)
   NO (0; 0.0%)



Education Objective Reporting Form

PLEASE NOTE:

Student _____
Last First

Student No. _____

Class _____ Teacher _____

Entry Date _____ Stop Date _____ Date _____

Transferred to: Class _____ Date _____ Level _____ Level Movement _____ Teacher _____

First Semester

Reading Obj. #	Obj. Level	M	N	Pick Up 1	Pick Up 2	Lang. Arts Obj. #	Obj. Level	M	N	Pick Up 1	Pick Up 2

Spelling Obj. #	Obj. Level	M	N	Pick Up 1	Pick Up 2	Math Obj. #	Obj. Level	M	N	Pick Up 1	Pick Up 2

Second Semester

Reading Obj. #	Obj. Level	M	N	Pick Up 3	Pick Up 4	Lang. Arts Obj. #	Obj. Level	M	N	Pick Up 3	Pick Up 4

Spelling Obj. #	Obj. Level	M	N	Pick Up 3	Pick Up 4	Math Obj. #	Obj. Level	M	N	Pick Up 3	Pick Up 4

APPENDIX D

BEST COPY AVAILABLE

APPENDIX E

Table E-1

ABE Student[a] Objective Assignment by Teacher

Teacher	Students n	Students Assigned Objectives n	%
A	26	26	100.0
B	67	67	100.0
C	35	31	88.6
D	42	42	100.0
E	73	72	98.6
F	88	87	98.9
G	59	58	98.3
H	71	60	84.5
I	59	54	91.5
J	85	84	98.8
K	79	78	98.7
L	26	26	100.0
M	25	24	96.0
N	10	9	90.0
O	82	75	91.5
P	1	1	100.0
Total	828	794	95.9

Note. **N** of teachers = 16 and **N** of students = 828.

[a]Who received at least 12 hours instruction.

APPENDIX E

Table E-2

ABE Student[a] by Teacher Attaining the Standard[b]

Teacher	Students n[a]	Students Attaining Standard n	%	Program Standard Attained?[c]
A	26	23	88.4	Yes
B	67	67	100.0	Yes
C	35	30	85.7	Yes
D	42	35	83.3	Yes
E	73	37	50.7	No
F	88	50	56.8	No
G	59	12	20.3	No
H	71	58	81.6	Yes
I	59	35	59.3	No
J	85	57	67.1	No
K	79	36	45.6	No
L	26	18	69.2	No
M	25	24	96.0	Yes
N	10	8	80.0	Yes
O	82	75	91.5	Yes
P	1	1	100.0	Yes
Total	828	566	68.4	No

Note. **N** of teachers = 16 and **N** of students = 828.

[a]Who received at least 12 hours of instruction.

[b]Attaining mastery on at least 75% of individual objectives.

[c]At least 75% of students attaining mastery.

APPENDIX E

Table E-3

Distribution of Objective[a] Attainment Levels by ABE Students[b] by Classification

Classification	Students[b]	Attainment Levels (0.0% - 49.9%)		(50.0% - 100.0%)	
	n	n	%	n	%
Handicapped	1	0	0.0	1	100.0
ESL	52	7	13.5	45	86.5
Incarcerated	117	11	9.4	106	90.6
Senior citizen	33	1	3.0	32	97.0
Regular	629	89	14.2	540	85.8
Total[c]	828	108	13.0	720	87.0

Note. N = 828 students.

[a]Individually assigned objectives.

[b]Who received at least 12 hours of instruction.

[c]Total is less than the sum of students in each classification; students may belong to more than one.

APPENDIX E

Table E-4

Distribution of Objective[a] Attainment Levels by ABE Students[b] by Teacher

Teacher	Students[b]	Attainment Levels (0.0% - 49.9%)		(50.0% - 100.0%)	
	n	n	%	n	%
A	26	2	7.7	24	92.3
B	67	0	0.0	67	100.0
C	35	4	11.4	31	88.6
D	42	3	7.1	39	92.9
E	73	7	9.6	66	90.4
F	88	13	14.8	75	85.2
G	59	24	40.7	35	59.3
H	71	11	15.5	60	84.5
I	59	8	13.6	51	86.4
J	85	5	5.9	80	94.1
K	79	16	20.3	63	79.7
L	26	5	19.2	21	80.8
M	25	1	4.0	24	96.0
N	10	2	20.0	8	80.0
O	82	7	8.5	75	91.5
P	1	0	0.0	1	100.0
Total	828	108	13.0	720	87.0

Note. **N** of teachers = 16 and **N** of students = 828.

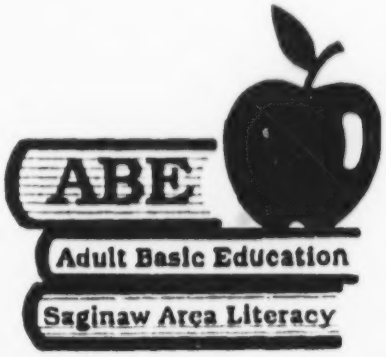
[a]Individually assigned objectives.

[b]Who received at least 12 hours of instruction.

School District of the City of Saginaw

Saginaw Area Literacy
Adult Basic Education Program

Adult Basic Education Students,
E.S.L. Students,
Bilingual Students and Patrons
Annual Recognition Ceremony



Ruben Daniels Lifelong Learning Center
Nine o'clock
Thursday morning
May 18, 1995

~ Program ~

Welcome ..... Louise R. Kring
Supervisor, Adult Basic Education/E.S.L./Bilingual

Breakfast

Remarks ..... Y.T. Gray
Director, Ruben Daniels Lifelong Learning Center

Remarks ..... Donald R. Scott
Assistant Superintendent of Adult and Continuing Education

Congratulations ..... Minerva Rosales
Secretary, Saginaw Board of Education

A.B.E./Bilingual 1994-95 Graduate ..... Essie Patillo
Ruben Daniels High School

Perfect Attendance Awards ..... Marva Gordon
Student Advisor

Program Progress Within Level Certificates ..... Ann Tarnosky
Adult Basic Education Teacher

Program Level Movement Certificates ..... Ruth Anderson
Adult Basic Education Teacher

Program Completion Certificates ..... Marvin Smith
Adult Basic Education Teacher

Welcome ..... George W. Adams
Supervisor, Ruben Daniels Lifelong Learning Center High School

A special thanks to Nancy Taylor, pianist, Marva Gordon, Ann Tarnosky, and Sue Larson who helped coordinate the Breakfast.

APPENDIX G

In the narrative portion of the 1992 English Literacy Grant, the Kumon Method is described as:

> . . . A highly structured, sequential, and individualized program . . . based on mastery of the subject matter, repetition, and drill. Students are placed at the appropriate level through the use of a diagnostic test. Total mastery of the material must occur before the student moves on to the next level. Success is experienced by the learner through immediate feedback which in turn build upon the students self-confidence and self-esteem. Instruction using the Kumon Method consists of 30 minutes per day in each subject area and is designed to complement the regular reading and mathematics instruction. The program has been very successful where it has been used. The Kumon Method differs from the traditional instructional approach in that new concepts are introduced through the exercises/problems themselves, that is, the facts are taught first and then the concept or theory . . . The Kumon Method has been used successfully in Japan, Australia, and the United States including use by business and industry. The program has been featured in Time, Newsweek, and the Wall Street Journal.

The Detroit News (Cannon, 1992) reported that around the world, "about 17 million students in 17 countries are learning [by the] Kumon [Method]" (p. B2); in the United States, about 80,000 students in 1,160 settings and in Michigan over 500 students in 24 settings are learning this way.

Reference: Cannon, A. (1992, December 2). Lessons make math easy as 1-2-3. Detroit News, pp. B1-B2.

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